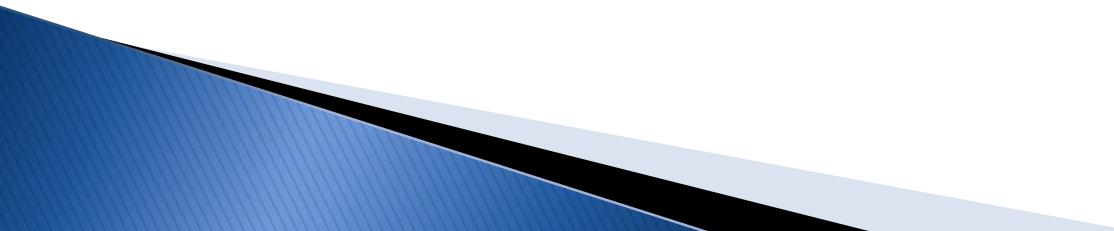# Wisconsin's Longitudinal Data System

LDS Project Update

April 22, 2010

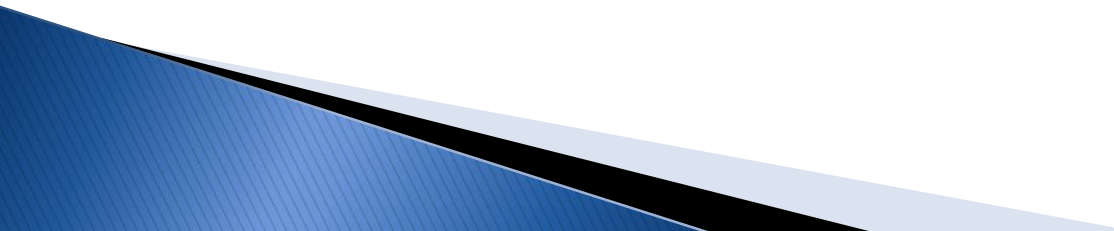# Today

- Overall Initiatives
- General LDS Updates
- P20 Initiative
- Student Academic Growth

Overall Initiatives

LDS Project Goal:

▸ To build a data warehouse, based on Data Quality Campaign standards, which meets federal requirements and drives longitudinal research and analysis to create a richer picture of individual student performance over time, thus enabling educator, school and district improvement.

Overall LDS Initiatives

▸ Move towards meeting ARRA SFSF requirements for a Statewide Longitudinal Data System as defined by the America COMPETES Act.

▸ Support agency efforts for Every Child a Graduate.

▸ Meet the goals and priorities of our current LDS Grant.

▸ Build and maintain a quality LDS based on standards from the Data Quality Campaign

General LDS Updates

General Availability

- <u>January</u>
  - Email sent to all District Administrators and District Assessment Coordinators to announce general availability of MDAT & LDSAM.

MDAT Training

- January
  - MDAT Training Application and Database became available which allows for hands-on training with fictitious data.

LDS Access Manager

- February
  - Release of an updated – more user friendly – version of Access Manager, the security tool for MDAT.
  - 2r Charter School Addition
  - District Administrator list added to the LDS Homepage

MDAT

- March
  - Enhanced version of MDAT released
    - Group Size Highlighting
    - District/State Comparisons
    - Student Detail at District Level (Tiers 1-3)
    - School Name Added to Download (Tier 1)
    - All Student Download (Tier 1)

- As of today over 140 districts have taken steps to utilize these tools.

- Next: SDPR Data Update & MDAT Data Update

Communication & Training

- Updated WINSS Homepage
  - http://dpi.wi.gov/sig/index.html

- DPI LDS Website
  - http://dpi.wi.gov/lds/index.html

- Mediasite videos created to guide MDAT users and LDSAM users through the tools.

P20 Initiative

Current Top Initiative

- P20 Data System
  - SFSF: Committed to reporting postsecondary outcomes
    - Continue with development of a statewide longitudinal data system that includes data for each of the 12 elements described in the America COMPETES Act.
    - Create public reports to make LDS data widely available.

  - Every Child a Graduate: Need to better understand how elementary and secondary education translates into postsecondary readiness, enrollment & persistence.

Current Top Initiative

- P20 Data System

  ◦ 2009 LDS Grant: Define & Develop a Wisconsin P20 Data System

  ◦ DQC: Follow standards defined by the Data Quality Campaign for development of a quality, complete LDS data warehouse. Includes linking to postsecondary.

P20 Project Phases

- Separate phases to address specific requirements.
  - Integrating postsecondary enrollment and completion data
  - Building the capacity to communicate with the Wisconsin Institutions of Higher Education
  - Integrating remedial coursework information
- LDS Team: 1st Phase
  - Goal: To integrate postsecondary enrollment and completion data into the Longitudinal Data System data warehouse for research, analysis and reporting.
  - National Student Clearinghouse

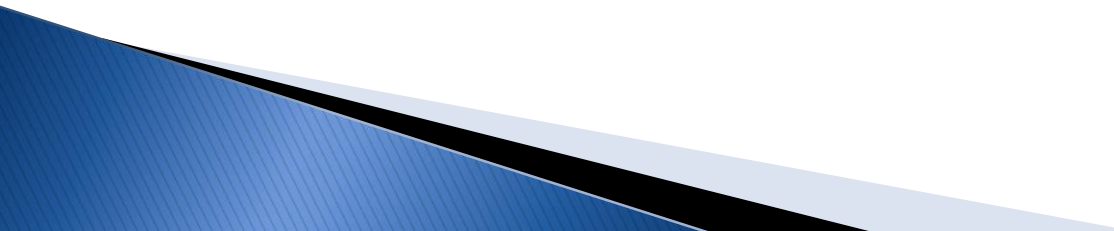# What is National Student Clearinghouse (NSC)?

▶ Source of postsecondary student enrollment and degree verification (FERPA Compliant)

▶ Colleges & Universities included:
  ◦ In-State and out-of-state
  ◦ Public and private
  ◦ Two- and four-year
  ◦ Technical colleges
  ◦ Training programs

▶ NSC currently collects enrollment and degree data from over 3,300 postsecondary institutions
  ◦ Over 92% of U.S. postsecondary students

▶ Over 70 Wisconsin institutions of higher education provide data to the NSC.

Data & LDS Integration

- DPI submits student-level high school graduation data to the NSC
  - NSC provides postsecondary enrollment and degree data on high-school graduates to DPI who continue on with their education
    - College name, state, type
    - Enrollment begin and end date
    - Graduation date, degree title, major

- Multiple file submissions to track students through their entire collegiate experience

Data & LDS Integration

- NSC data will be incorporated into the LDS Data Warehouse
  - Utilize LDS Student Key to link between postsecondary enrollment data and K-12 data existing in the data warehouse today
  - Expand the longitudinal view of a K-12 student through postsecondary

LDS Reporting

▸ Create useful and informative public and secured reports using a variety of methods to answer the following questions:

- Where do our high school graduates enroll in college?
- How soon after graduation do they enroll?
- How long do their education efforts persist?
- Do they graduate from college?
- What degrees do they earn?

Additional Reporting

▸ DPI Content Teams
  ◦ How will this data help additional teams?
  ◦ What other questions can we answer?
  ◦ OEA, Content & Learning, WEOP, Special Education, CTEERS

LEA Data

▸ LEA

◦ Each individual high-school can submit—at no cost—a cohort of students to obtain similar postsecondary enrollment data for local analysis.

◦ The NSC will provide training and support for each local educational agency during the file exchange process.
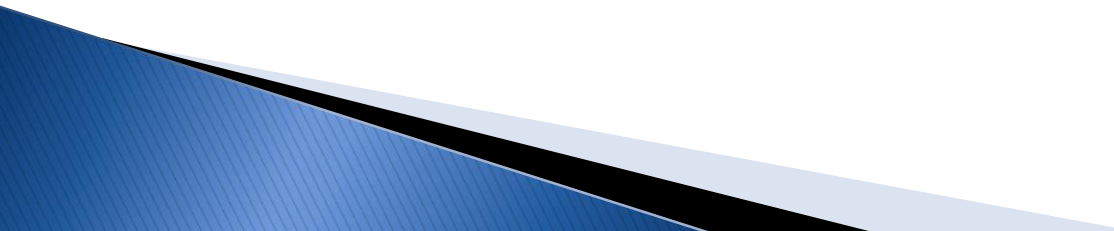
LEA Reporting

- LEA
  - The NSC will provide each high-school with a plethora of aggregate reports from the NSC detailing the post-secondary trends of their specific students including
    - College attendance
    - Persistence
    - Degree attainment

Key Dates

- March 30, 2010: Sole Source completion & approval

- April 15, 2010: Contract completion & approval

- June 30, 2010: Agency goal for reporting on postsecondary enrollment data.

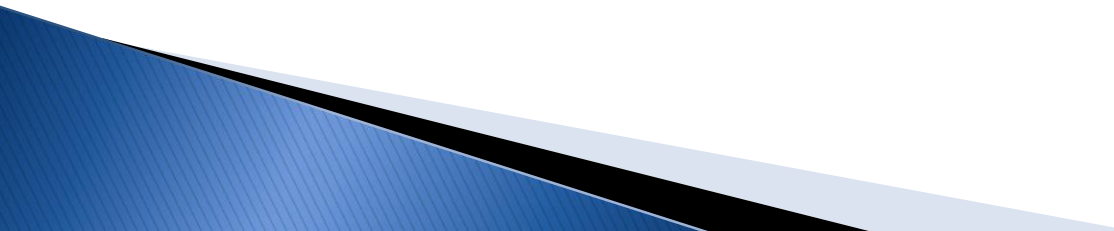- September 30, 2011: SFSF required reporting date for postsecondary enrollment data.

Our questions for you

▸ What is the best way to communicate information to districts regarding the contract and using the NSC?

▸ Do you have suggestions on who specifically to contact regarding this project?

Student Academic Growth

Today

- Measuring Student Academic Growth
  - Things to consider
  - What different measures measure
- Reporting Student Academic Growth
  - Visualizing growth reports
  - Colorado's visualization tool: Schoolview
- DPI's plans for reporting growth

Measuring Student Academic Growth

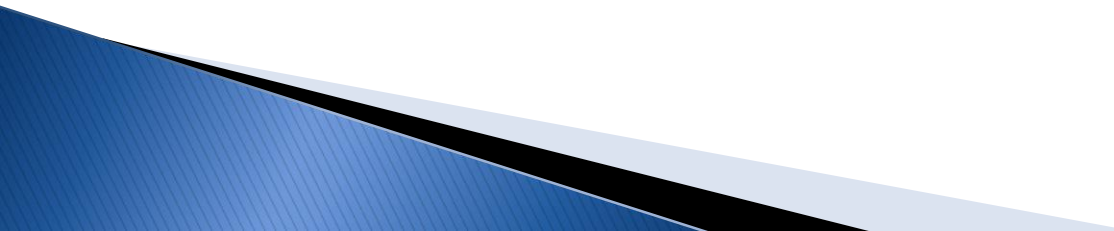# Measuring Academic Growth

- There are many reasons to measure academic growth
  - A more comprehensive picture of student achievement
    - More than just a point in time
  - Many questions about educational achievement and success involve progress over time:
    - Did my child/these children make a year's worth of progress in a year?
    - Is my child growing as much in math as reading?
    - How close are my students to becoming proficient?
      - Are they growing at a rate to meet proficiency next year?
    - Does this school or program improve performance as much as that one?

Measuring Academic Growth

- There are many ways to measure academic growth
  - Gain
    - This year's score minus last year's score
  - Normative models
    - Compare a student's growth with other students' growth
      - To which students should we compare?
  - Probability of Proficiency
    - Determine which students are "on track" to reach proficiency
  - Value-added models
    - Use statistical controls to assign a quantitative amount of "value added" by a particular educator, school, or district

Measuring Academic Growth

- There are many levels to measure:
  - Individual student
  - Classrooms
  - Grades
  - Schools
  - Districts
  - Other groups
- It is important to have a model that can meet the needs of measuring growth at these different levels.

Introducing…Student Growth Percentiles

▸ Like pediatric growth percentiles
  ◦ Doctor takes basic measurements.
  ◦ Those measurements are compared to children of the same age and gender.
  ◦ A child's measurement places her/him in a growth percentile.
    · Example: A 12-month-old boy who is 30.5" long falls into the 75th percentile.
    · He is as long or longer than 75 percent of boys his age.
  ◦ The CDC website says:
    · Growth charts are not intended to be used as a sole diagnostic instrument. Instead, growth charts are tools that contribute to forming an overall clinical impression for the child being measured.

Student Growth Percentiles

- Like pediatric growth charts, Student Growth Percentiles (SGP) compare an individual student's measurement (assessment scale scores) to similar students.
- Allows us to answer questions like
  - How did my child's growth compare to similar students'?
  - Is my child on track to reach or maintain proficiency?
  - Is there a gap in growth between different student groups?
- How are similar students defined?
  - By students with the same test score history
    - Students with same test scores in prior years
    - Not by gender, race/ethnicity, age
    - The realm of what's possible, not limited by ceilings or floors
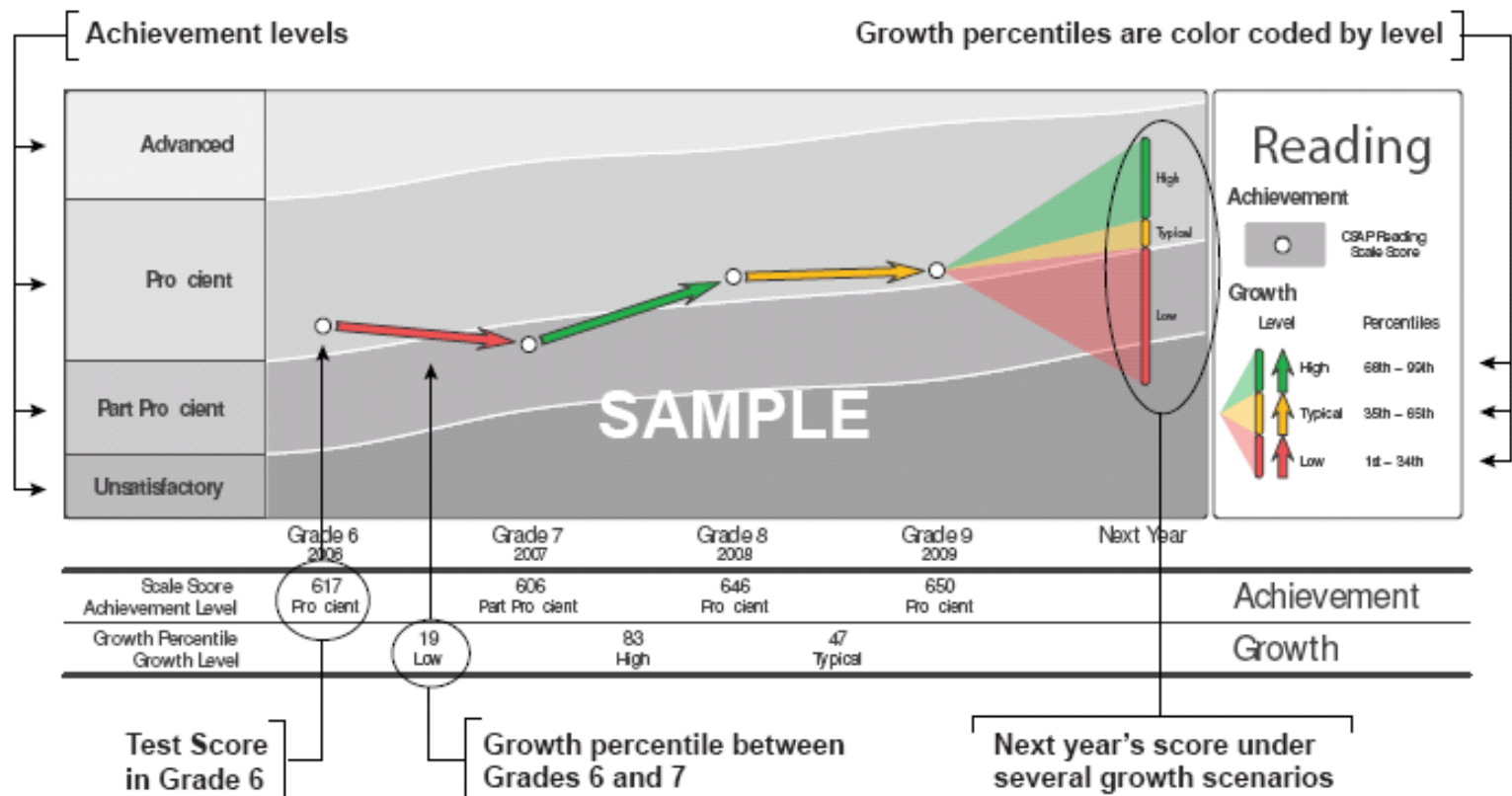
Student Growth Percentiles

▸ Give us several pieces of information:

◦ Student's scale score
  • Ashton scored 473 on the math assessment
◦ Change in scores across years
  • Last year Ashton scored a 457
  • The year before, he scored a 450
◦ Growth Percentile
  • This year, Ashton showed growth (represented by change in scale scores) in the 67th percentile: his change in scale scores was equal to or larger than 67 percent of students who have the same scale score history
◦ Growth Trajectory
  • Given his current status, the levels of growth Ashton would have to demonstrate to reach X proficiency category, or to remain in his current category
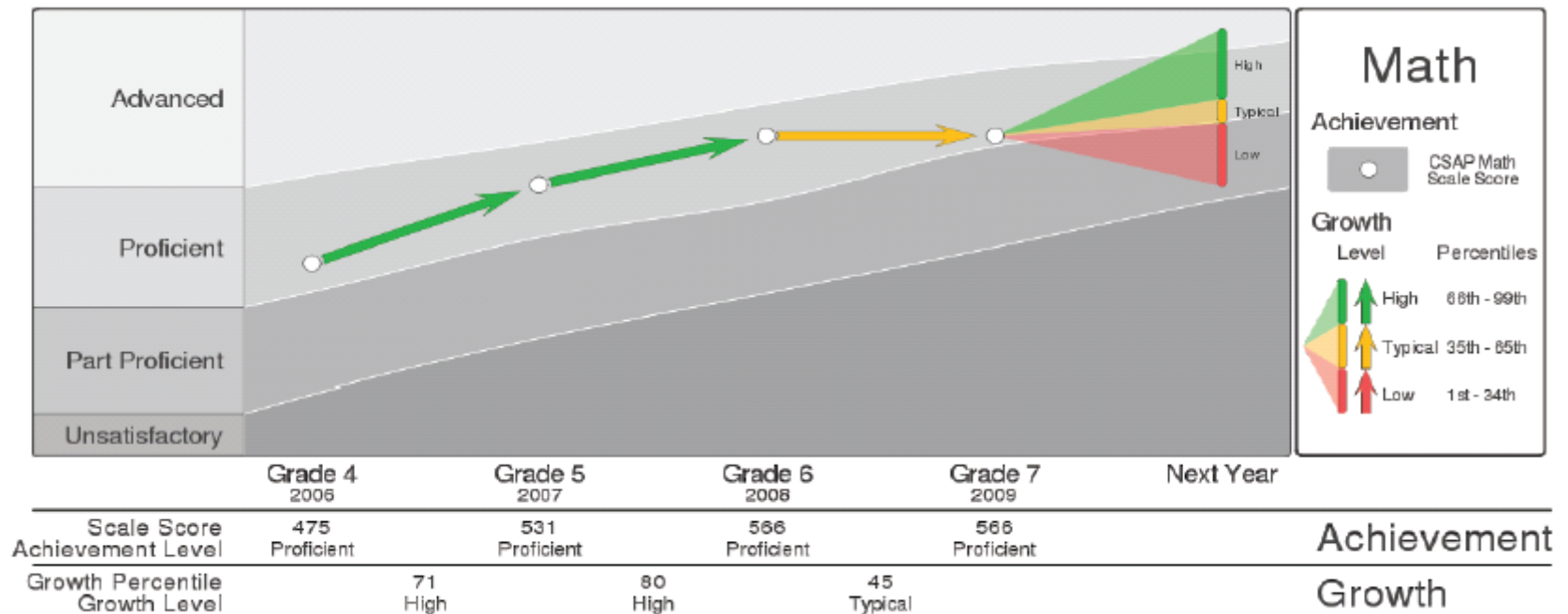
Reporting Academic Growth

▸ Remember the information we get from SGP:

Growth within Proficiency Categories

This is Adriana's student–level mathematics report.

Implementing Growth Reports

Implementing Growth Reports

Phases

- Phase 1: Pilot
  - Outputs
    - Static reports of certain views provided for pilot districts
    - Education about SGP for pilot and non-pilot districts
    - Gather feedback from all districts
- Phase 2: Static reports available to all districts
  - Via secure login
- Phase 3: Interactive online application, secure access
  - Via secure login
- Phase 4: Interactive online application, public access
  - Via public reporting site--WINSS

Our questions for you

- How can we make these reports USEFUL for and USED by educators?

- Do you have suggestions for selecting pilot districts?

- What are your thoughts about the phased implementation?

Thank you!

Please email ldshelp@dpi.wi.gov with questions or additional feedback.